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Teachers' Views of Boys and Girls as Readers in the English Language




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ADVANCED SCIENCE LETTERS  
Volume: 24 Issue: 4 Pages: 2235-2238  
DOI: 10.1166/asl.2018.10924  
Published: APR 2018  
Document Type: Proceedings Paper  
[View Journal Impact](#)

Conference  
Conference: 2nd Advanced Research on Business, Management and Humanities (ARBUHUM)  
Location: Phuket, THAILAND  
Date: OCT 10-12, 2017  
Sponsor(s): Malaysia Tech Scientist Assoc

Abstract  
Research has increasingly investigated the role of attitudes toward reading and language learning, and how it might be different in boys and girls. This paper reports on an investigation of Malaysian elementary school students' attitudes toward reading in the English language as perceived by their teachers. In-depth information of teachers' personal practices in teaching reading to the students, their ways of dealing with them, and their suggestions on the teaching of boys and girls were obtained through focus group interviews as well as journal entries. As manifested in the results of the interviews, the teachers felt that among the students that they taught, the boys and girls had different attitudes toward reading and that the girls generally did better than boys in the English class. However, the teachers also felt that boys from good classes seemed to have more positive attitudes toward reading in English.

Keywords  
Author Keywords: [Reading Attitudes](#); [Gender Difference](#); [Teachers' Perceptions](#); [English Language](#)  
KeyWords Plus: [ATTITUDES](#)

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Funding Agency	Grant Number
Ministry of Education Malaysia, under the Fundamental Research Grant (FRGS)	FRGS 13-008-0249

[View funding text](#)

Publisher  
AMER SCIENTIFIC PUBLISHERS, 26650 THE OLD RD, STE 208, VALENCIA, CA 91381-0751 USA

Categories / Classification  
Research Areas: Science & Technology - Other Topics  
Web of Science Categories: Multidisciplinary Sciences

Document Information  
Language: English

Citation Network

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Times Cited

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Accession Number: WOS:000432429600014  
ISSN: 1936-6612  
eISSN: 1936-7317

Other Information

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